

Greenslade Primary School Personal, Social and Health Education (PSHE) and Citizenship Policy

Aims and Objectives

PSHE and Citizenship enables children to become caring, healthy, independent and responsible members of society. At Greenslade we encourage our children to play a positive role in contributing to the life of the school and the wider community. We teach them about rights and responsibilities. Our children learn to appreciate what it means to be a positive member of a lively, diverse and multicultural society. In so doing we help develop their sense of self worth. We aim to teach them how society is organised and governed. We ensure they experience the process of democracy through the School Council.

The aims of PSHE and Citizenship are to enable children to:

- ✓ Fulfil their individual potential,
- ✓ Have respect for others,
- ✓ Develop self confidence and self esteem and make informed choices regarding personal and social issues,
- ✓ Understand what makes for good relationships with others,
- ✓ Be independent and responsible members of a democratic society,
- ✓ Develop good relationships with other members of the school and the wider community,
- ✓ Know and understand what constitutes a healthy lifestyle,
- ✓ Be aware of safety issues.

This policy is closely linked and should be read in conjunction with our Teaching and Learning Policy, our Drugs Education Policy, our Sex and Relationships Policy, our Science Policy, our Behaviour Policy and Health and Safety Policy.

Teaching and Learning Style

We use of a range of teaching styles that match the various learning styles of our children. We are continually adapting and updating our skills in meeting our children's learning needs and are keen to develop our practice by taking on, for example, advances in ICT and the ideas associated with accelerated learning. We are keen to become more effective through training and by sharing good practice. We place an emphasis on "active learning" by engaging children in discussions in which we value the contributions of all children, by using investigations and problem solving and by making the learning activities relevant to our children's lives. We use drama and role play where appropriate to enhance learning. We encourage children to take part in a range of practical activities that promote active citizenship (charity fundraising and activities in which they are encouraged to support individuals or groups less fortunate than themselves).

We use Circle Time as a central strategy to develop children's understanding of other people's problems, needs and feelings as well as celebrations of their qualities and successes. Circle Time is used as a forum to ensure children are fully involved in setting rules and expectations, to resolve conflicts and to air views about a full range of issues that affect the class.

We give children the opportunity to learn from visitors to the school such as the police, fire brigade, health service and guests from charity organisations. As well as keeping children safe and aware of the issue, the aim is for these guests to share their role in creating a positive and supportive local community.

Children periodically take part in a range of ongoing, whole school based activities and events such as Healthy School Week, Walk on Wednesday and Walk to School Week. We have published a Travel Plan Document and been nominated for national and pan London awards for our work in this area. A committee including Governors, parents and our Lollipop Staff were involved in publishing this plan.

Assemblies at Greenslade are seen as vital times in developing children's understanding of their roles, rights and responsibilities as fully involved members of our society. Assemblies are used as a forum for large groups of children (whole school or by key stage) to develop their knowledge and understanding of a wide range of issues. Many assemblies will be concluded by a short period of reflection to enable children to think about the issues raised.

Curriculum Planning

At Greenslade we teach PSHE and citizenship in a variety of ways. In some instances, eg drug education across the school and in sex education in Year 6, we teach PSHE and citizenship as a discrete subject with an allocated slot on the curriculum. In other instances we use opportunities from other curriculum areas to introduce issues and themes associated with PSHE and Citizenship. An example would be in Geography when children learn about local environmental issues and are given the opportunity to contribute to solutions for real life problems in the improvement of our school and the surrounding environment. Science and RE are other examples where there are great benefits in linking themes and areas of work.

Classes are encouraged to engage in at least one circle time each week to ensure issues related to PSHE and Citizenship are regularly given a high priority. Two members of staff attended national training in this area and ran a school based Inset session to disseminate this good practice.

We develop PSHE and Citizenship through whole school activities and events (Red Nose Day, Tsunami Appeal, Harvest Festival collection for the local old people's home). Our school Council meets regularly to discuss matters of importance related to our learning community.

Children from Year 4 and Year 6 enjoy school journeys to Wrotham and Swanage in which there is a particular focus on developing children's self esteem and giving them the opportunity to develop leadership and collaborative skills. Our own Low Ropes Course is becoming an important element in our curriculum provision.

PSHE forms an integral role in the Foundation Stage curriculum, related to the objectives set out in the Early Learning Goals as part of children's "knowledge and understanding of the world".

Staff provide PSHE learning opportunities for all our children and teaching is differentiated to stretch our most able and support our less confident. Children's needs are met by adhering to targets in their Individual Action Plans and through reference to our Gifted and Talented Register. Learning opportunities are carefully planned to be inclusive of all the cultural needs of our children. Certain children are withdrawn by their parents on religious grounds, but activities are planned to ensure that full participation is possible.

Assessment and Recording

No formal testing or examination of PSHE and Citizenship takes place. Staff assess progress through informal, ongoing, formative judgements by observations and discussions during the undertaking of learning activities and tasks. These are measured against specific learning objectives set out in the National Curriculum. We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage. Achievements are reported to parents each year through reports and during our Academic Review days. The assessments that we make are based on a positive philosophy and expectation that each child will succeed at their own level.

Resources

Resources and support materials are available centrally and are continually updated. We also borrow resources on a short term basis from the Library Service, the Heritage Centre and from the visitors and guests we invite into school. Members of our school community also provide a wide range of materials.

Monitoring and Review

The Headteacher is responsible for monitoring the standards of children's work and the quality of teaching in the area of PSHE. The PSHE coordinator supports the Head and staff in this process. The PSHE coordinator supports in teaching of PSHE and citizenship by sharing information about current developments, and by providing a strategic lead for the subject throughout the school.

Training and INSET.

Continued Professional Development is seen to be crucial to the success of our PSHE and Citizenship work. Staff have attended national training on issues such as Circle Time which was later disseminated to whole staff. All teaching staff are trained to enable them to work successfully on areas such as drug and sex and relationship education.

Involvement of Parents and Carers

The support of parents and is crucial in the area of PSHE and Citizenship. As well as the ongoing role our parents and carers share in all aspects of the curriculum through working at home, accompanying us on trips and through working in the classroom, they are invited to particular “events” and meetings to ensure they can support their children fully. Examples of this would be the annual meeting for Year 6 parents to share the materials and teaching styles adopted for Sex and Relationships Education, and evening meetings to discuss the Ideals Drug Programme.

Policy Review

This policy will be reviewed by staff and governors as part of a two year cycle.
The PSHE Coordinator is Ms Vicky Meekings

The Governor with responsibility in this area is Mr Paul Morrissey

This policy is next due to be reviewed in November 2018